JOURNAL OF EDUCATION

JAN 15 1934

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

JANUARY 15, 1934

Modernize or Perish!

V. H. CULP

When Is a Teacher Educated? — HAYDN S. PEARSON
But Method Matters Much — WILLIAM A. BALDWIN
The Wonderful Miss Mahew — IRL H. DULEBOHN
Let's Shift Our Line of Battle — GARRY C. MYERS
We Expose Them to Books — FRED J. PAGE

THE PROBLEM BOX
Conducted by
Dr. Augustus O. Thomas

News OF THE SCHOOL WORLD

EDITORIALS PERSONALITIES BOOK TABLE

• PUBLISHED TWICE A MONTH FOR THE •
DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON [Vol. CXVII, No. 2] 20 CENTS

Plane Geometry

"Its strongest quality is its teachableness," say many teachers who use it. The theorems are clearly explained, the problems practical, and the applications interesting. Excellent summaries and reviews at the end of each book. (*By E. B. Cowley.*)

A General Science WORKBOOK

"We have had better results from it than from any material we have ever used," reports one teacher. Objective Tests on the sixteen units of the workbook, and a useful Teachers Book are also available. (*By Lake, Welton, and Adell.*)

Write for descriptive circulars

Silver · Burdett

New York Newark Boston Chicago San Francisco

INSTRUCTIONAL TESTS

in the sciences
in geometry
in algebra
in arithmetic

GIVEN at frequent intervals, they provide a continuous check-up of achievement. "Will save much time, provide goals for instruction, reveal points of strength and weakness in teaching, and help to keep the class morale at a high pitch." — *Bulletin of New England Association of Chemistry Teachers*

Send for descriptions of tests in which you are interested

WORLD BOOK COMPANY

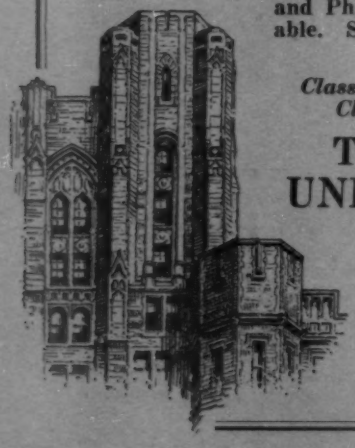
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

A Profitable and Happy Summer awaits you at

TEMPLE UNIVERSITY

Plan your Summer vacation now. Historic Philadelphia abounds in opportunities for pleasure. Shrines and landmarks (such as Independence Hall, the new Fels Planetarium, Franklin Institute) dot the city. Temple University, in the heart of this city, offers unusual courses of summer study for teachers . . . arranged to provide the utmost in education and allow the student leisure time for vacation enjoyment.

A catalog of courses and a complete booklet of information about Temple University and Philadelphia is available. Send for your copy now.



Classes open June 25
Close August 3

TEMPLE UNIVERSITY

Address
Office of Registrar
Dept. E
Broad Street and
Montgomery Ave.
Philadelphia, Pa.

What Kind of General Business Training?

"Junior Business Education has been too much concerned with clerical skill training," says one of this country's clearest-thinking commercial educators. "The new type of junior business education must emphasize, instead, the Economics of Business."

General Business Science

By
Jones, Bertschi, and Holtsclaw

is in line with this philosophy.

GENERAL BUSINESS SCIENCE tells the student things he should know to equip him for the active period of his life:

The varied means of livelihood; his obligation to the public as well as to himself; the need of careful planning; of finding an occupational place in keeping with his desires and abilities; of thrift; the processes of business; and his place in the business structure.

GENERAL BUSINESS SCIENCE is published in three parts with project pads, unit tests, and teaching plans for each part. Suitable for one-, two- or three-semester course.

Write our nearest office for further information.

THE GREGG PUBLISHING CO.

New York Chicago San Francisco Boston
Toronto London Sydney

Gregg Books Are Authoritative.

JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to 1933 by

ALBERT E. WINSHIP

ANSON W. BELDING, *Editor*

ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

AUGUSTUS O. THOMAS GARRY C. MYERS

Table of Contents

JANUARY 15, 1934

MODERNIZE OF PERISH 33
By V. H. Culp

WHEN IS A TEACHER EDUCATED? 35
By Haydn S. Pearson

BUT METHOD MATTERS MUCH 36
By William A. Baldwin

THE WONDERFUL MISS MAHEW 37
By Irl H. Dulebohn

LET'S SHIFT OUR LINE OF BATTLE 39
By Garry C. Myers

WE EXPOSE THEM TO BOOKS 40
By Fred J. Page

THE PROBLEM BOX 41
By Dr. Augustus O. Thomas

EDITORIALS
- The Nominating Authority 42
- Heroes of the Crisis 42
- Today's History Teacher 42
- Make Better Best 42

EMINENT EDUCATORS 43

NEWS OF THE SCHOOL WORLD 44
- Commissioner Zook Believes Bottom Has Been Reached 44
- Would Have No Sharp Break Between Labor and Leisure 44

ADDITIONAL NEWS OF EDUCATION 46-51

BOOK TABLE 52

GRINS BETWEEN GRINDS 54

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

The Editors Say...

This issue opens with a challenging note. Many schoolmen are already thinking along the lines of V. H. Culp's article, "Modernize or Perish." Many of them, too, are doing things to make instruction articulate more closely with the life of today and tomorrow.

•

Educated Teachers

It should not be necessary to ask "When Is a Teacher Educated?" as Haydn Pearson does, since all teachers ought at all times to meet that test. Unfortunately, not all of them do. Such an article as this can prove helpful by suggesting to some teachers what they lack, and how they can make up their deficiencies. Naturally we, as editors, like what the author has to say about the importance of professional reading matter, especially magazines. Teachers who are really educated are eager to know what goes on outside their classrooms. Professional magazines are to them necessities, not luxuries.

•

The Fight for the Schools

Note what Dr. Myers recommends by way of new tactics in dealing with the public. The author of "Let's Shift Our Line of Battle" has shown himself more than once an adept in psychology. His advice is worth considering.

•

Reading the Stories

We have known of story contests in which half the entries could be eliminated after the reading of a paragraph or two at the beginning. Not so with the *Journal's* Short Story Contest, recently closed. A fairly high standard of performance is maintained, and all of the stories will have to be read pretty thoroughly to discover the very best. Most of those so far examined turn upon the understanding of personality —and that is nothing against them surely. It is too early to predict just when the winners can be announced. The pile of manuscripts is a large one, but the work of reducing it is well under way.

The Way to a Knowledge
of the English Language
Can Now be Found in

ADVENTURES IN DICTIONARY LAND

By Lewis, Woody, Roemer, and Matthews

A THREE-BOOK SERIES FOR THE MIDDLE GRADES

Price of Each Workbook, 20 Cents, Subject
to the Usual Discount to Schools

THESE Workbooks are unique in their field—the pioneers. They provide systematic training in the use of the dictionary, ranging from the finding of a word to the understanding of its various meanings. With them the study of words becomes an interesting adventure.

THE comprehensive, interesting exercises in *Adventures in Dictionary Land* give the pupil skill, speed, and accuracy in the use of the dictionary. • • • Through them he gains definite knowledge of the spelling, pronunciation, and meaning of words. • • • They are adapted to class, group, or individual study and their instruction is based on the *Merriam-Webster Dictionary*, the supreme authority in this country.

AMERICAN BOOK COMPANY
NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA SAN FRANCISCO

JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

Volume CXVII | Boston, January 15, 1934 | Number 2

Modernize or Perish!

By V. H. CULP
Northern State Teachers College
Aberdeen, South Dakota

The machines that men have built are good only for another tailspin, unless the rising generation learns the laws of social living.

EACH age must re-define the purposes of an education in terms of its experience. The textbooks' definitions of yesterday do not apply to the demands of this age. Education for tomorrow, except in a very general way, is impossible. Life is so complex and in a state of flux that the educator cannot foresee the developments of the next decade or two. It is even very difficult for the school to interpret modern life for the youth of today. There are so many cross-currents and conflicting elements, phenomenal changes, destructive and dishonest policies, and the unexpected disappearance of social and political nostrums.

All that society can expect of the school is the difficult task of interpreting modern life. The schools can acquaint youth with modern trends and show the development of the major problems of the day, but the future alone knows about the metamorphosis of the present. The process of education cannot be finished in the schools—it is barely started. The student must continue his education by using the varied facilities that have been created for that purpose. He must make his own judgments and choose his own interests, or join the large groups that blindly follow schools of thought or the leadership of individuals.

As a matter of record, the schools are never in the vanguard of a new age. Because of the nature of their support and their organization, they necessarily follow in the rear and are expected to delve into the musty archives of the past, rather than critically examine contemporary life. The teacher or professor who can see the evils of the present system, and who lifts his voice in protest, is often relegated to the unemployed group because powerful un-American forces dominate the situation.

•

Our schools and curricula should be completely re-organized at once to meet the demands of a new age. The times demand a re-definition of terms and a drastic change in content and scrapping of inherited curricula. The experiences of the past are valuable only to the extent to which they throw light upon the perplexing problems of the day. The entire educational system spends too much time with its attention turned away from the baffling problems of civilization. The system had conveniently and satisfactorily adjusted itself to the silk-stocking, gasoline age. Without any agitation of the thought processes education adopted a standard of living which under the present strain is rendered impossible. The program of the schools was social rather than educational in the academic sense of the word. The schools became style centres and social clubs. For a girl to be without silk stockings was a social disgrace which could not be lived down, but there was absolutely no disgrace in failing in her classroom activities.

The depression having materially diminished the ability of the populace to support public programs, it is patent that the standard of living, so far as the schools are concerned, must be lowered, at least for the time being. School facilities, student activities and teachers' salaries have been ruthlessly butchered somewhat in line with the taxpayers' ability to provide funds. Even yet, the new truth has not percolated through the brain processes of self-satisfied teachers. The teachers have had to lower their standards of living and curtail plans for summer school and traveling, but few of them realize that the schools of yesterday must pass from the scene, and that the organization, content and ideals of the American schools should be changed immediately.

The first and greatest demand of the schools today is social adjustment. Not that the purpose has perhaps not always been the same, but the issues were never so sharply outlined or the need so urgent. The world, and

this country in particular, has made phenomenal mechanical progress. Because of the fact that the proper social adjustments were not made to accompany the mechanistic age, the nation went into a tailspin that came near to destroying the social structure. So far as the mechanical development of the world is concerned, it seems years ahead of the social adjustment that must be made before there is a margin of safety for the social group.

•

Education must recognize the major social and economic sins of the departing age and build up a social conscience that will make repetition impossible. The schools must recognize the social, political, economic and cultural changes that resulted from the economic and moral crash of recent date. American society, in order to survive, must accept new spiritual values and not make the accumulation of wealth the measure of success. Vocational information, industrial training, economic and sociological facts must be a part of the educational equipment of modern youth. Only social adjustments will save civilization, and the schools will succeed to the extent to which they can socially adjust the students to the world as it is today or may possibly be in the immediate future.

It is rather widely agreed by religious leaders, legislators and parents that the main purpose of an education is to train for character and citizenship. If an education does not function in that direction, the compulsory school laws could not be justified, nor could school taxes be called a wise investment. Educators are hopelessly divided regarding the best way to realize such a desired consummation, and as a result, little or nothing has been done directly to achieve character and citizenship training.

The marking system of our schools is out of step with the spirit of the times. Marks are based on personal competition, rather than on co-operation and friendship. It is a sort of vestige of the age of "rugged individualism." Many of the problems of the school could be solved if the papers were simply marked "P" (pass), or "N. P." (not pass). Many practices that are opposed to good citizenship would be eliminated at one stroke. The real difference between individuals that receive medium and high marks often exists only in the imagination of the instructor. Because of extreme rivalry, many students become memory automatons without ever stopping to think.

"The first and greatest demand of the schools today is social adjustment. Not that the purpose has perhaps not always been the same, but the issues were never so sharply outlined or the need so urgent. . . . Only social adjustment will save civilization, and the schools will succeed to the extent to which they can socially adjust the students to the world as it is today or may possibly be in the immediate future."

The need for such training never was so urgent. In fact, a real character-citizenship program a generation ago would certainly have made this country a more wholesome place in which to live, and made impossible many of the economic and social abuses of the day. An economic depression is a serious affair for any nation, but to have it accompanied by a character and citizenship depression makes conditions much more serious.

It is, indeed, difficult to understand how much of our curricula material has a worthwhile contribution in the field of character and citizenship training. Wardens of prisons, sociologists and the courts all agree that public education is one of the greatest single deterrents of crime. It is not surprising that few high school graduates are incarcerated because of serious crimes. Many of the serious abuses of the day have been economic and social rather than illegal. A social conscience based on the Golden Rule should be the result of our school program.

Education is a matter of growth and not memorizing an assortment of more or less unimportant facts. Education should teach pupils how to co-operate, how to respect the rights of others, and to practice the highest ideals of personal integrity.

Every state should have a definite character-citizenship program extending from kindergarten through high school. Such a directed program should be the main concern of the school and not a side issue requiring a few minutes a week.

The schools are, as yet, in a position to help direct reforms, but if no reforms are forthcoming, there are powerful interests that would enjoy helping to speed the day when public education would stop at the end of the eighth grade. Education should take the lead in bringing about a brighter age rather than being forced into the unholy position of trying to justify a *laissez faire* program.

•

Every field of human accomplishment as taught in the schools should be surveyed and much impractical material discarded. Because of the necessity of social adjustment, less and less of certain subjects will be needed, while the emphasis upon others will be imperative. In like manner the organization of the schools, courses of study, and ideals must be remodeled to insure the continuance of public education. There is a great danger that the educational forces of the nation will be irreparably crippled unless the school officials and the friends of public education unite in adjusting the schools to the requirements of a changing world.

When Is a Teacher Educated?

By HAYDN S. PEARSON
Newton, Massachusetts

This answer may surprise you by its emphasis upon other things than advanced courses and degrees, helpful as these may be.

IN assembling a list of traits of educated teachers it should be made clear that we are not concerned with a teacher's education. There are teachers with a list of degrees as long as Halley's comet who are not, and never will be, educated. There are teachers who "take" courses religiously, but who are constitutionally unable to absorb them.

First in the category I would put a teacher's philosophy. Few teachers are born philosophical; a small number achieve a workable philosophy; a certain number have a philosophy thrust upon them. Unless one has a workable philosophy for education, there is little sense in trying to teach.

The majority of teachers depend on textbooks, facts, figures, and examinations for their work. With aldermanic authority they force young minds to assimulate worthless trash. The writer recalls a teacher he had in a rural community in New Hampshire. A middle-aged woman, she lost her job at the end of the year because the chairman of the school board said she didn't teach us enough arithmetic. But that was a starred year in the life of an eighth grade group of boys and girls. We learned how to read and enjoy good literature; we learned to discuss and analyze and criticize; we learned how to talk before a group. She developed a curiosity in us that has helped to make life an adventure. She developed our hobbies. That teacher has a lot to her credit, though the good Deacon who was chairman of the school board said that she didn't "learn us enough fundamentals."

A teacher's philosophy is a personal matter, but it inevitably influences her teaching value.

"A real teacher ought to keep up to date on current events and literature of the profession. It should be part of one's professional grasp of affairs. There are a certain number of educational magazines one should read each month, but many a teacher spends a dollar or two a month on popular magazines who would consider it unthrifty to buy professional magazines."

Many teachers cannot see beyond the trivial details of their work. Did you ever know a teacher who didn't talk school outside of school hours? I know such a teacher—just one! If there's anything more pitifully ridiculous or boringly irritating than to watch what happens when women school teachers get together—it's to watch what happens when men get together! It's a confession of a tragically narrow mind that teachers must begin to talk shop anytime they meet. And it's so ridiculous to think of adults tearing youngsters to pieces—and the youngster has no chance of defence. It isn't even a sporting proposition!

In our household we talk education, argue and get excited, and go to bat over some idea. The group which eats sandwiches and drinks chocolate with us on Sunday evenings has in it teachers, a lawyer, a doctor, and a business man, and their wives. And the lawyer, doctor, and business man know all about education. Education is batted about like a volley ball! But that isn't "shop" talk. I feel so strongly on the subject that I would propose a hall of honor for teachers who are big enough to cut out "shop" talk.

•

The next point is this: An educated teacher doesn't take his work too seriously. To hear some teachers talk one would believe that the fate of the universe rested on their shoulders.

•

Then there's the matter of facts and figures. An educated teacher keeps them in their proper place. Facts and figures have to be learned and relearned and learned again—if one uses them in adult life. One of the big lessons we teachers need to learn is that it is habits and attitudes which count —not facts and figures.

•

An educated teacher plays the game according to the Golden Rule. And that eliminates sarcasm, scolding, "snoopervising," and a dictatorial attitude. It does not mean a loosening of disciplinary standards. If my subject were "Successful Teachers" I should put discipline at the head of the list, philosophy second, sympathy third, and number forty-two or along there somewhere would be knowledge of the subject.

•

An educated teacher should have a hobby, preferably one as unlike teaching as possible. Teachers know that teaching is tiring work. Mentally it takes a lot from one's resources if he does the best he can for one hundred and fifty boys and girls every day. A hobby is a life saver, a balance wheel.

A real teacher ought to keep up to date on current events and literature of the profession. It should be part of one's profes-

sional grasp of affairs. But if one should ask a hundred classroom teachers (excepting those who are taking courses) how many educational books they read last year, the answer, I imagine, would be illuminating and disappointing. There are a certain number of educational magazines one should read each month. But many a teacher spends a dollar or two a month on popular magazines who would consider it unthrifty to buy a professional publication!

The next decade will bring a thrilling and important adventure in education. As the college entrance requirements are adjusted on a common-sense basis, it means a glorious opportunity for teachers to really teach that group which has heretofore been shackled by traditional subject matter.

The great groups of students in the general and commercial fields will have a chance to learn those attitudes and habits which will help them become the kind of citizens this nation needs. The nation needs educated teachers.

But Method Matters Much

By WILLIAM A. BALDWIN
Rhode Island College of Education
Providence

The author, who has devoted himself to liberalizing instruction, protests against the notion that subject matter is everything.

A WELL KNOWN educator recently said that the need in education is for more emphasis upon *subject matter* and less upon *method*.

I cannot understand how a man who is considered a leader in modern education can enunciate such a doctrine. It seems to smack of the old education which consisted of the storing of many facts that made up the conventional course of study. Such a course was informational, bookish, and was not applied in the everyday life of the student.

•

Modern education demands that the student shall be encouraged to gain those facts which have meaning in his present life: that he shall be helped so to use these facts as to get a clearer understanding of the laws of life. In other words the inductive method should be employed so that every bit of subject matter shall be used in building up some generalization (law or principle) or in the enlarging and enriching of some law or principle already partly understood.

The confusion regarding the relative importance of subject matter and method probably arises from the lack of a clear understanding of the real meaning of the term *method*. Many people use the term very loosely as in the expressions: word method, sentence method, Dalton method.

In education, if the student is starting with individual observations or experiences and working toward a generalization he is using the inductive method, or if he is starting with a generalization and applying it to individual cases he is using the deductive method, or he may use a combination of these two, starting with such meagre or undeveloped generalization as he knows, and by observing more and different experiences along the same line building up a richer, larger generalization; thus using what may be called the deductive inductive method.

•

Many college students spend years on subject matter regarding machinery and still in the presence of an ordinary machine are helpless. On the other hand a boy who has learned by experience how to run an automobile and how, when it will not run, to discover and repair the trouble, is well on the way to understanding the laws of physics which are exemplified in not only this particular automobile but in all automobiles and in all similar machines. He has not a large amount of knowledge, but that which he has is real and will always go with him. It is real, because the right *method* has been used in acquiring it. He started with his own experiences. He thought about these experiences. His next experiences along the same line were dealt with in a more enlightened and efficient manner because of the thinking.

•

This, then, is the proper method for becoming an accomplished automobilist — experience, thinking; experience, thinking; experience, thinking; evolving in a continually rising scale from a state of ignorance to a state of masterly understanding and efficiency.

And what is true of learning how to drive an automobile is true of learning to play a piano, to paint a picture or to write good literature.

No one can gain and retain very much of the vast amount of subject matter offered in our colleges, but one may gain the right method of study and armed with this method he has the key which will unlock for him the storehouse of all knowledge.

The Wonderful Miss Mahew

By IRL H. DULEBOHN
Superintendent, Bessemer Township Schools
Ramsay, Michigan

Something about her manner makes the young superintendent suspicious. So he does a bit of detective work.

SHE caught my attention on my first visit to the system as a candidate for the superintendency, then vacant. An obliging clerk was showing me through the various buildings, and as we paused outside her open door something about the tastefully decorated room or the neat, cheerful looking children attracted me so that I entered the room at her smile of welcome, and remained as an interested visitor through an entire reading period.

The children seemed to read remarkably well, I thought, for second graders. They stood up straight and tall; they held their books just so; they read with excellent expression, and there was very little stumbling and mispronunciation—in fact, they were so nearly perfect in their appearance that I could not escape a vague feeling that something about their work was not as it should have been. Their reading was just a little too smooth, too free from error; it approached almost to the point of glibness. Their expression was so painfully correct that it did not seem quite genuine. As I left I remarked to the principal that he seemed to have an excellent second grade teacher.

"Yes," he replied, "we are very proud of Miss Mahew's work. We think it is outstanding. Everyone who visits the class compliments us and her on her exhibitions. The parents all think she's a wonder." He seemed sincere in his statements and appeared to be a man of judgment, so I thought no more of the matter.

After I had succeeded to the position of superintendent and had begun to get acquainted with the various teachers I discovered that Miss Mahew was an interesting person. She belonged to a family long prominent in Colonial history and she was the possessor and the proud exhibitor of a genealogy that ran far back among the gentry of England, her ancestral home. She had traveled extensively both in America and abroad, and she had taught school for twenty years—in fact, as she pointed out rather unnecessarily, I thought, she had been teaching school when I entered kindergarten.

In our first conference she left the impression that we were fortunate in this little community to command her services at all at so nominal a figure. Later I got to wondering why a teacher with so much culture and ability should give up so many excellent jobs and come to locate in our little hamlet. However, I never brought myself to the point of inquiring about the matter. I contented myself with visiting her classes regularly, listening to them and to her, and saying little. I seldom found the opportunity to say much. To all appearances she was a good teacher and was doing an excellent piece of work, yet there was always that hint of artificiality. I was never quite satisfied. When I began my testing program some of my suspicions were verified; her classes were uniformly low in reading and spelling as was also the third grade that she had graduated the previous spring.

She explained matters to her own satisfaction at least by saying that second-graders were too young to test—tests frightened them—she did not believe in tests for that grade. She could tell what a class knew by hearing them recite. As for last year's class, they had always been a slow group. I was forced to accept her statements with outward good grace—still I nursed my suspicions and watched and listened.

We had our first set-to about the middle of the year over the subject of spelling. She had posted a set of spelling papers on her bulletin board in pursuance of the policy of displaying exhibits of good work by way of motivation. One day we were examining these papers together, and I noticed that several of the papers, which were marked with a flaming One Hundred to denote perfection, bore words that had been written over and over again almost into total indistinguishability. I told her by way of criticism that I considered it poor psychology to tell a child that his work was perfect unless he had written his words right the first time—that words erased or written over should be marked wrong. She said:—

"Oh, now, we shouldn't be too hard on the little shavers. They're just babies, you know. If they spell the words right the last time it shows they know them. You don't always do everything right the first time, do you?"

I referred her to several authorities on the subject and finally wrung from her a grudging concession that she would do whatever I said. I replied that I did not want her to do anything because I said so, but because it was right. She replied again,

with increased emphasis, that she would do as I said.

Our next clash was over the subject of reading. While visiting the class one day I was again struck by the glibness with which the pupils slid over their words, so I deliberately set a trap. On my next visit I brought her a new set of books and presented them in what I thought was a rather diplomatic fashion by saying:—

"Your people read so well yesterday in the books you have that I'd like to have you try these. I believe they'll find them quite easy judging from what I heard yesterday, and I'm sure they'll find them interesting. Will you try them now for a little while?" She was more than equal to the occasion. I was sure I detected a smile of triumph as she glanced at the clock, and said:—

"Certainly, I'll be glad to try them—later on. Class is just over now and I know you don't want us to take time from another class. You told us that the first day of school,—remember?" I acknowledged the order to be my own, and retired as gracefully as possible under the circumstances. She had routed me that time, but I resolved to catch her napping next time.

A few days later I visited the class again, taking care to come in at the beginning of the period. The class was reading along with the usual smoothness and precision. I took a book from the hands of the pupil whose turn it was to read next. When I returned it I placed it in his hands upside down. Both pages were solid print, and, as I expected, he failed to notice the difference, but read on as glibly as the rest. When he had nearly finished the teacher noticed what was happening, and chided the boy for his carelessness. I paid no attention to the matter. Later I asked to have a pupil begin at the bottom of the page and read up. She gave me a look that plainly consigned me to lower and hotter regions, and gave the order. The pupil failed to make much progress. He could not recognize words when they appeared out of the order in which he had learned them.

When class was dismissed I told her what I thought of a teacher who had her pupils memorize their reading lessons in order to make a good showing before visitors. She started to tell me what she thought of new superintendents who insisted on meddling in other people's affairs. I left before she was through, but I think she knew she had been fairly caught. I began to detect an improvement in her reading methods from then on, but the change came too late to benefit the classes she had already graduated. They have been handicapped through their entire school career by inability to read well.

The next round was decidedly hers. I criticized her on a matter pertaining to phonics instruction, and challenged her to show any authority to support her claims. Instantly she turned to a state course of study with which I was not yet familiar, and substantiated her side of the argument. I concealed my discomfiture as best I could, and retired in defeat.

Next time, however, she was forced to back down. I had just returned a set of spelling test papers with errors checked and scores set down. She had pronounced the words and I had checked the errors. As soon as I appeared again she pounced on me with:—

"Here, you've marked the eleventh word wrong on all these papers. The word is 'pool' and they've all spelled it right. I want you to change these scores."

"Strange," I said, "let us have a look at the list of words you pronounced to them." A search of the list disclosed that the word "pool" was not there. The eleventh word was "fool,"—they had misunderstood her. It was with no little satisfaction that I remarked: "One has to be very careful to pronounce one's words distinctly, some words sound very much alike."

All that was seven years ago, and Miss Mahew is still with us. She has corrected some of her most glaring faults and has come to conform with modern practices in most of her methods. Her pupils now make a fair showing when compared with others of the same grade under other teachers. Still they never get quite the start they should get. All through the grades they are handicapped by poor reading ability, and they are, generally speaking, poor spellers. They are not badly handicapped, just slowed down.

I am sure it is her fault, but I cannot prove it. There are too many other contributing factors, foreign language in the homes, no newspapers at home, farm life and the resulting lack of contact with other children—all these or any of them might be to blame, so Miss Mahew is still with us.

She still loves to show off the accomplishments of her pupils before admiring parents, and all the parents love it. Once she taught almost half the poem "Hiawatha" to her class, had them memorize and recite it—page after page of material far beyond their appreciation or comprehension—all in order that they might be exhibited. She promised not to do that again, but probably she is at this moment engaged in something else equally foolish and useless, that I do not know about.

Why keep her? Well, everything considered, her good qualities outweight her faults. She works hard—so hard in fact that even though some of her effort heads in the wrong direction the sum of her accomplishment is fairly satisfactory. Finally, we would scarcely dare discharge her if we wanted to,—she is too well liked by the parents.

Let's Shift Our Line of Battle

By GARRY C. MYERS
Contributing Editor

Educators are here urged to adopt an altered strategy in their campaign to strengthen the position of the schools.

TEACHERS almost everywhere must have observed the stony heart which the public has turned toward them in the present crisis of the schools. Representatives of other professions, civic leaders in the local school districts and legislators who reflect the general public do not seem at all impressed by the facts that 84,000 rural teachers are getting less than $450 a year, which is $178 below the *minimum* NRA code for unskilled factory laborers, that one out of every three teachers is paid (when she gets it) less than $750 annually, that some have served without a cent of salary for many months, or that 200,000 certified teachers are unemployed.

Accordingly many teachers—though the rank and file are holding out heroically and putting up a smiling front—worried and anxious about their income and their jobs, wounded inwardly by a cold, unsympathetic, unappreciative public, physically worn and wearied by the ever-growing teaching load, nervous over feelings of their inability to do nearly as much for each individual child in large classes as they think they should or wish eagerly they could—are losing their morale, and the gloom is spreading to their colleagues.

•

Teachers are smiling less, laughing less, displaying less of buoyancy and optimism which has always been their "trump"; and they are reflecting in their voice and movements less of poise and patience. A few are actually growing cynical and soured toward humanity. How can teachers keep from passing on these attitudes and feelings to their children?

But traditionally the children of our country, particularly in the elementary grades, have looked forward to school with a hopeful, joyous attitude, expecting each school morning to be met by a buoyant, optimistic, radiant teacher, and a room of smiling classmates, too. Keenly sensitive to the most subtle expression of emotions in his presence, the school child experiences feelings of despondency and gloom now frequently where he was accustomed to breathe an atmosphere of hopefulness and cheer. Long used to sharing in the classroom attitudes of faith and trust in other human beings and our cherished institutions, he's beginning now to feel the shock of cynicism and distrust. What can be the consequences to his spirit, mental health and character? How is he going to gain and maintain a wholesome learning attitude at school?

•

The public, even preachers, doctors, engineers, have been wont to say: "We just expect to see the teacher's morale weakened; ours has been, too; everybody in these times has had to suffer. Is the teacher any better than the rest of us?"

And we have tried to answer that we are different. We are sure we are. Yet we have not proved ourselves very effective at persuading these challengers that we are—and maybe we are not.

Anyway, in our attempt to show the public that we have been unfairly discriminated against, we have, as many of the public see it, laid ourselves open to criticism. Some have actually accused us of being selfish.

No matter what the facts are, we are face to face with a very serious problem. For many of us it is catastrophic. Nevertheless, it's not so much a matter of how we feel about it as what we might do to get relief. It seems to me that we have been on the wrong track.

I venture, therefore, to offer a few suggestions—that we shift our line of battle right away; that accordingly we cease to draw up resolutions; cease to write, and cease, so far as humanly possible, to talk about ourselves and our own predicament, but that we try to turn the public's eyes entirely upon the children.

For the sake of making a convincing argument, let us, therefore, assume that we are not as persons fundamentally different from persons in other professions, nor basically different from other persons skilled or especially trained. But let us lead the public, as we contact individuals all about us, particularly the parents of our children, to see that the twenty-five odd million school children are the greatest sufferers in the present crisis—and they really are—that no other group of professional people, to a degree at all comparable, come so long and often in personal contact with so many school children, nor can have nearly so great effect upon the spirit, learning attitude and outlook on life—so great effect, indeed, upon the mental hygiene of these children.

•

Let us also remind our listeners that right now we have about as many persons in institutions for the mentally sick as the number of students in our colleges and universities—and add: "What

about the future of the children now in school?"

Many hearts as hard as stone toward adults will soften in the sight of suffering children. Yet many see the children without awareness of their inward pain. Ours is the opportunity to help parents realize how their children actually are suffering on account of what is happening in our schools.

Once the public is awakened to the plight of those the weakest and the youngest of our population, they will rush precipitately to their rescue. On their way they will fall upon the biggest barriers to the child's escape. Then they will inevitably resolve that in order to save the children they will have to guarantee means adequate for the teachers to regain morale.

We Expose Them to Books

By FRED J. PAGE
County Superintendent
Franklin, Tennessee

A library in every school, augmented from a central reservoir, serves both pupils and teachers of a Tennessee county.

THE library is the school's most valuable and potent asset. Books should be selected for the library that are well adapted to the ages and grades of the pupils. Often books are purchased that do harm, some do no good, others are not suited to the needs of the school; these should be eliminated.

Every school should have a well-chosen set of books, covering every phase of school activity. In addition, there should be standard newspapers, magazines, teachers' helps and reference works.

The library should be examined very carefully at the beginning of each school year, and books proving of little value should be eliminated; choice books well-adapted to the present needs of the school should be added. No two school years require exactly the same books. Hence there should be an annual culling, re-arranging, and supplementing.

As soon as pupils enter school they should be taught how to use the library. Scarcely a lesson can be adequately mastered without a reference to the library for the full setting of the poem, story, or the discussion of the lesson at issue.

Once, when I was teaching, I had a seemingly dull pupil in school, who took no interest in his reading lessons. Punishments failed. Noticing one day that his next reading lesson contained a reference to the "Great Stone Face," I took from the library Hawthorne's captivating story, handed it to him privately, and asked him to surprise the class next day by reading the story when called upon. He did it with pleasure and satisfaction to me, to the class, and, best of all, to himself. After that he starred as a reader.

It is expensive to have every school fully equipped with all the books needed. Hence, the county circulating library. So many books are needed for only a short time at any particular school. Other books are likewise needed later in the session. This imperative need can be supplied by the circulating library. Transient books are supplied from this library to the proper schools as needed, for as long as needed; then returned to the central library to go out to other schools when called for. In my county the teachers are paid their salaries at the close of each school month, and are given an extra sum for attending the teachers' monthly meeting held at this time. From this meeting the teachers carry back to their respective schools such books as they need, returning them at a future meeting. Our circulating library was inaugurated by me. I gave quite a variety of books, including works of pedagogy. Donations of private libraries were made. The county board of education purchases new books every year. At our first monthly teachers' meeting teachers are requested to carry away as many books as they need, and to leave a list of books wanted but not found in our circulating library. These books are promptly purchased by the county and placed in the circulating library. It costs the county very little to maintain this library service.

We have two librarians, who are regular teachers and are paid very little for this extra work. The stationary libraries, one in each school, entail no expense to the county; the teachers gladly serve gratis as librarians, half the money for the books is contributed by the communities, and the state donates the other half.

Teachers appreciate having books for them, in both the circulating and the stationary libraries. Money thus expended brings a rich dividend in better equipped and highly appreciative teachers.

Pupils delight to do research work. When taught to use a dictionary and books of reference and to develop themes by the use of library books, they are prepared to acquire knowledge in a satisfactory and fascinating way.

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Discipline After Hours

QUESTION —In preparing for an entertainment a week or so ago, we held a rehearsal in a downtown hall. Some boys came and interrupted the work. They had been drinking and created quite a disturbance. When an attempt was made to discipline them they claimed they were not in the jurisdiction of the school. First, it was not a week day; second, it was off the premises. We can find no law directly bearing on the case. Did we have the authority to discipline these young men?

Answer—You had a perfect right to discipline these young men and further you had a duty to do so. The laws of the states could hardly be expected to cover all points of misconduct in connection with the school. They leave very much to the judgment of the school authorities. However, the courts have held (in many instances) that any act committed by a student, which militates against the school, whether on the grounds or off, whether on a school day or not, is a school case. Wherever students are called together on account of school duties, an offence committed is a school offence.

•

The Hearing Handicap

QUESTION —I would like to ask you what you think the grade teacher in the ordinary school can do for the hard-of-hearing child? Every teacher is likely to have some children in her school who have difficulty.

Answer—I think this is a real question and should have some thought on the part of every teacher. The problem is so prevalent that there should be a conference on the subject with all of the grade teachers of the school, near the beginning of terms and now and then as the work goes on. In any ordinary school there are usually many who are either on the verge of difficulty or are having serious trouble. Much of the so-called dullness is attributable to ear trouble. If a child has trouble in hearing the assignment, the explanations and directions, he is likely to fail in his lessons and many times it is attributed to dullness rather than the real cause. The first duty of the teacher is to co-operate with those whose duty it is to look after such cases. It is not enough to know about trouble of this kind; something should be done about it. The next duty is to see that the child has a place where he has a good chance to hear what is said or to see the teacher's lips. A large percentage of the children find their hearing less acute than it should be. Much of it is through neglect. I shall not attempt to go into detail on this question, as it is well answered in the Federation News, published by the Society for the Hard-of-Hearing at 1537 35th Street, Washington, D.C. (October issue).

Have you a little problem in your school? If so, send it to Dr. Thomas.

•

Dancing With Pupils

QUESTION — We are having some trouble in our high school over the question of high school teachers dancing with the students. There are some who seem to think it should not be done. Do you approve high school teachers dancing with their pupils?

Answer—I see no reason why high school teachers may not properly dance with their pupils if they follow the rules of the dance and deport themselves properly as you would expect teachers to do. The teacher should not be a prude or a prune on such occasions, but should dance just as she would if dancing with those of the older set. Teachers who wish to dance should familiarize themselves with the rules of dancing and the etiquette of such occasions, and their actions should be a sort of standard for the dance. If she is a good performer on the floor she may be popular with her students and she may teach many lessons by her example. Such lessons may well carry over into the classroom.

As we begin to solve our industrial problems we shall find the social dance a factor, to an even greater extent than at present. It is important that our young people should know the proprieties of the occasion. While the school must not allow the breakdown of the spiritual values, functions of this character may serve a useful purpose in the readjustment of social values. Of course dances for the young should be properly supervised and promiscuous dancing parties should not be allowed. If my teacher violated proprieties I should reprimand her and ask her to be more careful on future occasions.

•

Coaching at Cards

QUESTION —One of our teachers at a recent teachers' meeting proposed that we give a card party under the auspices of the school for the students, that we have persons who know cards well to act as coaches to teach them to play. It met with almost unanimous disapproval, was considered too revolutionary. What do you think of the proposition?

Answer—Good! I am glad you have a forward-looking teacher in your staff who is not afraid to propose something new. One trouble with us is that we are teaching the children out of

(Continued on Page 53)

EDITORIALS

The Nominating Authority

SHOULD a school board go over the head of its superintendent to elect teachers and officers without his endorsement or nomination? That is an issue between Superintendent Patrick J. Campbell of Boston and his board. And it is an issue between other superintendents and their boards.

Whatever may be the rules and regulations in any given state or community, good administrative policy seems to demand that the naming of candidates for school positions or promotions be left with the superintendent of schools. If he is satisfied with the qualifications of several candidates, the board may choose among them. But the expert knowledge of the superintendent should be trusted to sort the applicants to a small number whom he can recommend. He is responsible for the quality of instruction and supervision provided in the schools. He can be comparatively free from political influence with its accompanying bias.

It is no answer to say, as one of the Boston School Committee did, that the board is the creative authority. Merely because it elects the superintendent and ordains the rules is no reason for its usurping the functions inherent in the office of superintendent or for its substituting bad rules for good ones.

School board members are subjected to extraordinary pressures in these days to secure appointments for individuals who may be far below the standards which a superintendent tries to maintain for his schools. Grave injury to the children and young people can be wrought by school boards who give appointments as political plums to favorites.

Incidentally, board members would protect themselves from much annoyance and much criticism through permitting the superintendent to do all the nominating of the professional staff—and possibly of the janitors also!

• • •

Heroes of the Crisis

WHEN the history of these distressful years is finally written the patience and the heroism of school teachers ought to make an inspiring chapter. Tens of thousands of them have toiled longer hours at heavier tasks, unmindful of lowered salaries; salaries which many of them waited weeks and months to receive. All of them have worked with rusty tools and battered equipment. Yet they have kept the faith. They have remained cheerful and of good courage. They have maintained their classrooms as bright spots in the lives of children from depressed homes.

A future into which today's children shall emerge with spirits unscathed and confident will owe a boundless debt to those who now carry education grandly forward.

• • •

Today's History Teacher

UP UNTIL about sixteen years ago, history was a study that could have been taught by almost anybody with a memory for dates and outlines and an ability to transmit narratives from books to pupils. In those days history ended with the last date given in the textbook.

The teaching of history today is a different matter. Momentous events are occurring daily.

No longer can the teaching of history, government or economics be entrusted safely to persons dwelling in the past. The social studies belong to the mentally alert, the socially responsive, to those who can interpret occurrences and movements and be soundly progressive without being blown about by every new wind of doctrine. It needs teachers who can cultivate in pupils the right social attitudes and the power to form wise judgments leading to wise action.

Only the backgrounds of history are in books. Its foregrounds are in the daily newspapers.

A history teacher of 1934 who does not study the really significant news of the day is not a history teacher but a dodo.

• • •

Make Better Best

IN THE hands of teachers and school systems today rests the opportunity to supply an education so richly beneficent and so palpably useful that the next generation of citizens will be absolutely sure that education is worth while.

If doubts are present in the public mind today, these may be due in some measure to inadequacies in existing systems of instruction. At least the point is worthy of investigation.

Self-criticism is essential to prevent smugness, which, in turn, becomes stagnation.

Criticisms by patrons can be truthfully answered with denials in most instances. But now and then a shaft ought to pierce a tender spot. There is both an outward battle and an inward challenge to redoubled efforts and to giving better than the previous best.

Eminent Educators

GROVER C. BOWMAN is on his second decade as superintendent at North Adams, Mass. He has managed to maintain virtually the same services to the boys and girls of his community as in normal times, and to uphold the morale of teachers. Much in demand as speaker and university extension instructor, he likes to cross swords in debate with extreme radicals in education. Mr. Bowman is active in civic affairs and seeks to develop a philosophy of education fitted to the needs of a changing world.

•

HARRY CLINTON GOSSARD is president of the New Mexico Normal University, where his unusual breadth of experience finds an outlet in coping with the problems of teacher training for the needs of New Mexico's tricultural population. Dr. Gossard has taught mathematics in various colleges. As a national officer of the Y. M. C. A. he visited many educational institutions and became acquainted with conditions and procedures in many states. He has pioneered in various fields—even discovering hidden truth in so thoroughly worked a field as geometry. Practical and human considerations are uppermost with this leader who has already made lasting impressions upon the educational system of New Mexico in the less-than-three years since he went there from a deanship at Nebraska Wesleyan University.

•

CHARLES R. TUPPER started the New Year as acting superintendent at San Diego, taking up the duties of Walter R. Hepner, who resigned to enter the State Department of Education. Dr. Tupper had been assistant superintendent of the San Diego schools for six years until last fall, when his work was absorbed or suspended as an economy measure and he was made acting principal of the Fremont school of the same city. The San Diego board is busy sorting out the four or five dozen candidates already on their list for the permanent appointment. Meanwhile Dr. Tupper will render the high-quality service which has distinguished his activities in other fields. He, too, has his hat in the ring for the pending appointment.

•

FRANK A. WELD, for many years editor of School Executives Magazine, passed away on December 26 at the home of his son in St. Louis. Dr. Weld was seventy-five years old. He had been in poor health since early in 1930, when he relinquished most of his responsibilities in connection with the magazine. Much of his earlier work as an educator had been done in Minnesota, where he headed the State Teachers College at Moorhead for a score of years. Dr. Weld was widely known and admired, and will be greatly missed.

Winshipisms

"In everything teach that which shall be of the greatest service to the greatest number for the longest time."

•

"The object of educationists should be to promote the power of using knowledge rather than the accumulation of great stores of information."

•

"A city wants to know of every better thing in fire protection and in regulation of street traffic, but when it comes to education they want to be as provincial as possible. They are prejudiced against any section of the country that does things different from what they have always been done at home."

MISS FRANCES JEWELL, well known elementary principal at Dallas, Texas, has had an interesting career as teacher, superintendent, college secretary and principal. She is a woman of creative thought and independent action, with fine capacity for friendship. She is a confirmed traveler, and has roamed through many of the states as well as in Europe, where she passed two recent summers. She studied English literature at Oxford, and was a delegate to the World Conference of Education at Nice. Her work in education began when she was fourteen years old. Her energies find additional outlet in the writing of poems, plays, and sketches.

•

WILLIAM T. KNOX (Waynesboro, Georgia) was one of the first superintendents in that state to emphasize the social and physical sciences as essential to rounding out the education of modern young people. Some years ago he introduced vocational civics into the first year of high school and elementary economics into the second year. He is a recognized leader among the schoolmen of his state.

•

ANNA MARIE MILLMANN, principal of the Luther Burbank School in Milwaukee, should be able to answer difficult questions. She has legal training and is a member of the bar. Keenly interested in utilizing to the full the possibilities of the new school plant with its superior equipment and prospective playground, Miss Millmann and her fine faculty make careful studies of individual pupils with a view to right adjustment and securing home co-operation. Under her guidance this school becomes a beacon light shining throughout the city.

Commissioner Zook Believes Bottom Has Been Reached

PUBLIC school systems all up and down the land have been making needful readjustments to the economic situation in which they found themselves. Now that the long-continued depression draws to its close, educators and other thoughtful citizens would like to know just how well the schools have been able to stand up under difficulties. So far as urban schools are concerned, fresh data is now available, through the efforts of the federal Office of Education.

In a survey of "City Schools and the Economic Situation," a dismal, but by no means hopeless picture of the educational system was presented by Commissioner George F. Zook. Prospects reported by city school superintendents for the coming year are, as a whole, dark, but there are some bright spots in the picture, he said, and apparently the bottom has been reached with the system as a whole standing up well.

City schools, according to the report, are operating with about 18,000 fewer teachers than in 1930. This is an increase of two pupils per teacher.

Enrollment is up. There are about 250,000 more students than in 1930, but expenditures are considerably less. City schools are now spending about $133,000,000 less for current expenses than in 1931-32.

As a result of budget slashes, the schools have suffered considerably. The school term has been reduced in length in one of every four cities. Kindergartens were reduced or eliminated in 80 out of 404 reporting cities. The supply of free textbooks was reduced in 106 cities and new books eliminated altogether in 6.

Very few cities have not made some reductions in teachers' pay since 1930. The reductions run as high as 40 or 45 per cent., with the average decrease of about 14 per cent. Further reductions are reported in prospect for the current year.

Reductions in operating expenses are estimated as almost 20 per cent. since 1931. In small cities of the North Central, South Central, and Western States the average decrease has been 33 per cent.

Would Have No Sharp Break Between Labor and Leisure

HAVE all of us been thinking of worktime and playtime as two different things, when really they should overlap and be blended? Columbia's Professor Watson is of this opinion; and he enters a strong plea for applying to daily living a principle that has been learned from school projects and activities.

"One of the tragedies of our civilization," in the opinion of Goodwin Watson of Teachers College, is the separation which has made work burdensome and leisure meaningless. A major concern should be to get back to the conditions of good living—activity at something which matters very much, carried on with people who are good friends in a way which is thoroughly enjoyable.

"In schools we have learned that the best all-around living is not made up of hard grind or irresponsible relaxation, or of alternation between these extremes. When children in a good modern school are preparing a play or editing a school magazine or promoting a campaign to rid the town of flies and mosquitoes, it is usually hard to say whether the children are working or having fun. The reason is that they are doing both."

Dr. Watson believes that the project principle which is near the heart of the best educational thought and practice today is really an assertion that the sharp break between labor and leisure is false. Moreover, he observes, it is unsuited to man's biology, psychology and sociology.

"We want activities," he declared, "which combine the values of work and the values of play. We want a sense of worth and a sense of enjoyment together, in one and the same task.

"The real point is not in the worth of what is produced, nor in the pleasure people have in working together for things they want, but in the combination. It is closing the gap between the work attitude and the free-time attitude. Every project of this kind will be not only a contribution to leisure but a sample of what all our working time should become."

Dr. Watson acknowledges that many seem to have taken for granted that work and leisure should be distinctly separated. This prompts him to ask: "From the standpoint of living, is that a good and wholesome process? If not desirable, is it at least inevitable? From an educational point of view the distinction is not clear, is very unfortunate and probably temporary."

YOU WILL VALUE THEIR CO-OPERATION

YOU hear it asserted every now and then that "classroom instruction is dominated by the textbook." You may think that this is intended as a criticism of the textbook, but if so you have missed the real point of it.

It is obvious that a textbook cannot of itself dominate. Somebody must allow it to do so or force it to do so. Somebody must be willing to be dependent upon the book. Then and only then can it dominate.

The statement we have quoted is made in disparagement of those instructional methods which result in the misuse of the book and of those textbooks which aid and abet the continuance of those methods. It emphasizes the importance of better methods and better books in bringing about the better use of books.

Macmillan books assist good teaching

Macmillan books are designed to be servants in the house of education. They do not easily lend themselves to misuse because they are based on the modern and not on the mechanical conception of teaching. They co-operate effectively without stifling teacher and pupil initiative.

Macmillan books are written by authors carefully selected from the educational field for their breadth of view, skill, and experience. In their books, these authors attend to those details and aspects of the work of instruction with which the teacher cannot be expected to concern herself. Where Macmillan books are used, there will you find good teaching.

Huntington, Benson, and McMurry
LIVING GEOGRAPHY

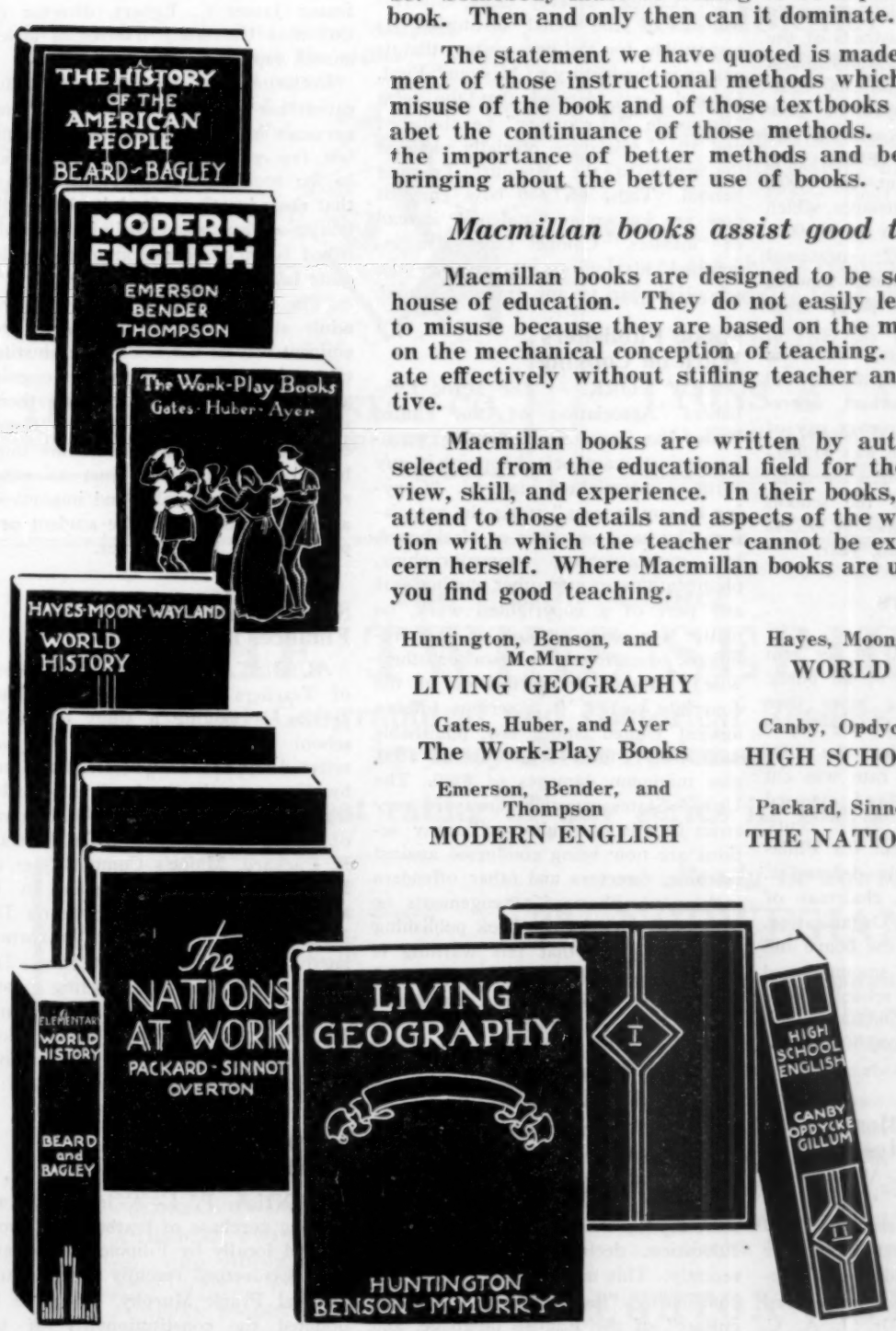
Gates, Huber, and Ayer
The Work-Play Books

Emerson, Bender, and Thompson
MODERN ENGLISH

Hayes, Moon, and Wayland
WORLD HISTORY

Canby, Opdycke, and Gillum
HIGH SCHOOL ENGLISH

Packard, Sinnott, and Overton
THE NATIONS AT WORK



THE MACMILLAN COMPANY New York, Boston, Chicago, Dallas, Atlanta, San Francisco

NEW JERSEY SCHOOLS ALL OPEN IN 1933

Despite the Falling Revenues Standards Are Maintained

TRENTON, N. J.—Despite falling revenues not one public school in New Jersey was closed during the 1932-33 school year, Charles H. Elliott, education commissioner, declared in his annual report to the State Board of Education.

A sharp reduction in total expenditures for public education was emphasized by Dr. Elliott. Disbursements in the counties and school districts of the State were placed at $101,276,067, a decrease, he said, of $17,275,955 compared with the preceding year.

The largest reduction was in day school expenditures, Dr. Elliott said, the decrease being about $8,750,000. Other cuts included maintenance, which was trimmed more than $1,000,000; manual training, $364,092; vocational school, $235,249; and Summer schools, the cost of which was pared from $508,806 to $132,956.

Salaries paid teachers, including superintendents and assistants as well as evening school instructors, aggregated $57,498,124. The average pay of day school teachers alone was $1,996.-24, a reduction of $158.57. The total for current expenses of the schools was $77,029,110, which was $7,148,245 less than for the preceding year.

Pay Cut for Teachers In Philadelphia

PHILADELPHIA.—A 10 per cent reduction in the salaries of all public school teachers receiving more than $1,000 a year was voted by the Board of Education in adopting the 1934 budget. The school-tax rate was cut from 95 cents per $100 of assessed real estate valuation to 92 1-2 cents. This is the first salary cut for Philadelphia teachers during the depression. Miss Edith A. Sprowles, chairman of the Woman Teachers' Organization, submitted a protest, but the board did not discuss it. The total amount voted for the operation of the school system for next year was $30,566,500, a decrease of about $3,000,000 from the 1933 figure.

Co-eds Outnumber Men; College Alumni Protest

WASHINGTON.—The William and Mary Alumni Club, of Washington, composed of men, protested recently to their alma mater against the number of women students exceeding the number of men. The resolution praised the administration of Dr. J. A. C. Chandler, president of the college, "with the single reservation that the number of women students should not again be permitted to exceed the men." The members of the Alumni Club were advised that there are now 100 more women at the institution than men. William and Mary is the second oldest institution of higher learning in the United States and became co-educational in 1918.

"Training School" Erases Fenal Stigma in Missouri

BOONVILLE, Mo. — A system of "humanized" training adopted by the Missouri Training School here is attracting much attention in the Midwest. Colonel Harvey Gray, superintendent of the penal institution, is responsible for the new system that is unique in the history of Missouri. First, Colonel Gray decided that the term "Boonville Reformatory" be abolished and the Legislature officially changed the name to the Missouri Training School. Thus, the 450 boys enrolled now are known as "students" instead of "inmates." Colonel Gray also instructed his officers to conduct the school similar to any training school.

Music Publishers Warn on Copying

NEW YORK. — The Music Publishers' Association of the United States has issued the following warning against unauthorized copying in any form of copyrighted material. "Copying by any process," states the association, "by hand on paper or blackboard, by multigraphing, mimeographing, photostating or any other method—of any part of a copyrighted work, no matter for what purpose or use (religious, educational, theatrical or otherwise), without the permission of the copyright owner, is a serious offence against United States law, punishable with heavy fines beginning at $100, plus minimum damages of $250. The United States copyright laws are very strict in this particular, and many actions are now being conducted against teachers, directors and other offenders making unauthorized arrangements or copies." A well known book publishing firm points out that this warning is equally applicable to all copyrighted publications, including textbooks, workbooks and the like.

Reich to Teach English As Sole Foreign Tongue

BERLIN.—English will be the only foreign language to be taught in future in all high schools and grammar schools of Germany, Dr. Stuckardt, secretary of the Prussian Ministry of Education, declared in an interview recently. This measure seems advisable considering "the values to Germanic culture" of the English language, and its international importance, Dr. Stuckardt pointed out.

DIGNIFIED COURSES FOR ADULTS NEAR

Education of Collegiate Calibre Not Far Distant

NEW YORK.—The NRA program with its shorter working hours and increased leisure offers educational institutions throughout the country a chance to "dignify" adult education, originally concerned with the Americanization of foreigners, by elevating it to the same level as full-time collegiate study. This assertion is made by Professor James C. Egbert, director of Columbia University Extension, in his annual report.

Declaring that American adult education has assumed extraordinary importance in American education in the last few years due to new conditions in the social world, Dr. Egbert says that the education of adults is rapidly taking a place alongside of the established form of education in the collegiate field.

"The education of the part-time and adult student stands out in a preeminent way as a service which institutions of higher learning must recognize and to which they must adapt themselves," Dr. Egbert declares. "Hence education for the man of leisure must be provided and with just as much recognition as to value and importance as that furnished for the student preparing for a future career."

Study Public School Finances in Maine

AUGUSTA, Me.—Dr. Paul R. Mort, of Teachers College, Columbia University, is making a study of public school finances in Maine. He was selected by the commission appointed by Governor Louis J. Brann under legislative authority to make a survey of school fiscal conditions. Dr. Bertram E. Packard, Maine's Commissioner of Education, said the program to be adopted following the report on Dr. Mort's survey is expected to be formulated by the first of next June. Dr. Mort is regarded as a leading expert on public school finances. Governor Brann addressed the commission, stressing the necessity of working out a constructive program.

Vetoes Philippine Textbook Act

MANILA, P. I.—A legislative act limiting purchase of textbooks to those printed locally by Filipinos or Americans was vetoed recently by Governor General Frank Murphy, who said he doubted the constitutionality of the measure and that it probably violated treaties.

ON BOARD

the good boat "BOOKS"

What delightful, far-away journeys your pupils take, "on board the good boat BOOKS!" But don't send them on uncharted seas. Teach them how to get the most out of their reading, with the

NEW SILENT READERS

Lewis, Rowland and Gehres

This modern, attractive series, complete from Pre-Primer through the eighth grade, teaches the best way to read different types of material — factual, fanciful, study-type, reference, recreatory, etc. Fascinating content, delightful illustrations, and abundant activities make reading easy and interesting.

Basal or supplementary—write for full information

THE JOHN C. WINSTON CO.

WINSTON BUILDING PHILADELPHIA

A Trail Through a Wilderness of Books

Could you select **40 best juvenile books** for reading by children in the middle grades? You could if you had the time and inclination to do long and laborious research. Why take the time?

The authors of

THE LIBRARY READERS

Grades 4, 5, 6

spent two years in research to provide for your immediate use in each book a complete, interesting, and representative story from forty best books for that grade.

Direct the child's reading for pleasure and help him acquire the library habit.

Write for further information.

LYONS & CARNAHAN

111 Eighth Avenue, New York, N. Y.

The Pupils' Choice

THE TWINS SERIES

of Geographical and Historical Readers by Lucy Fitch Perkins

received the highest rating of any series in the Winnetka list

Geographical Series

THE DUTCH TWINS PRIMER. *Grade I.*
THE FARM TWINS. *Grades I-III.*
THE ESKIMO TWINS. *Grade II.*
THE DUTCH TWINS. *Grade III.*
THE JAPANESE TWINS. *Grade IV.*
THE SWISS TWINS. *Grade IV.*
THE NORWEGIAN TWINS. *Grades IV-V.*
THE FILIPINO TWINS. *Grade V.*
THE IRISH TWINS. *Grade V.*
THE ITALIAN TWINS. *Grade V.*
THE MEXICAN TWINS. *Grade V.*
THE SCOTCH TWINS. *Grade VI.*
THE BELGIAN TWINS. *Grade VII.*
THE FRENCH TWINS. *Grade VII.*

Historical Series

THE INDIAN TWINS. *Grades III-IV.*
THE CAVE TWINS. *Grade IV.*
THE SPARTAN TWINS. *Grade V.*
THE COLONIAL TWINS OF VIRGINIA. *Grade VI.*
THE AMERICAN TWINS OF 1812. *Grade VI.*
THE PIONEER TWINS. *Grade VI.*
THE AMERICAN TWINS OF THE REVOLUTION. *Grade VII.*
THE PURITAN TWINS. *Grade VII.*

Each volume is illustrated by the author

Ready in January

The NORWEGIAN TWINS

"The Norwegian Twins" is admirably adapted for supplementary reading in connection with units of work based on the study of the Vikings, the Norsemen, or the Scandinavian countries. The story is full of adventure, real and imaginary, and depicts life on a farm in Norway as it is today. It also introduces some of the hero and folk tales of these Nordic peoples, giving an episode of the story of Siegfried, and a complete folk tale. The book is delightfully illustrated.

Grades IV-V. 88 cents.

HOUGHTON MIFFLIN CO.

Boston, - New York - Chicago - Dallas - Atlanta San Francisco

"ELECTRICAL BRAIN" TO TEST BEHAVIORISM

CAMBRIDGE, Mass. — A simple electrical device which can reproduce exactly the simple forms of behavior of a child, and may lead to wholly new fields of study in psychology, was shown recently by a senior at the Massachusetts Institute of Technology. The device is the invention of Norman B. Krim, of New York City.

Krim expects to apply its principle to a robot whose actions will no longer be mechanical but quite human. It will learn and forget in exactly the same way that a child is taught and fails to remember unless prompted.

Krim's basic principle, he said, can be applied in multiples limited only by mechanical boundaries, ultimately to produce in a robot the fundamental behavior of an adult, and will offer a theoretical scale of the proportionate influence of heredity and enrivonment upon the actions of a human being.

Krim calls his ingenious contrivance "an electric analog of the conditional reflex." It is based upon the principles of the behavior school of psychology and is applied directly to simple, limited forms of child behaviorism.

Dr. Graves Urges Use of Increased Knowledge

ELMIRA, N. Y.—The necessity of stressing moral qualities in education for leadership was urged here by Dr. Frank P. Graves, State Commissioner of Education, in an address at convocation honoring high-standing students at Elmira College for Women. "With the use of a tithe of our increased knowledge and control, we could, in the course of a few generations, vastly improve the race both physically and mentally," he said, and raise "inestimably the general level of intelligence and the possibilities of leadership."

Suggests Federal Tuition Scholarships

NEW YORK.—Tuition scholarships, paid for by the Federal Government, are suggested by Dean Rufus D. Smith, of New York University, as a means of affording financial relief to college instructors and general unemployment relief to worthy students. Speaking before the annual meeting of the Association of Urban Universities, Dean Smith painted a dark future, financially, for the twenty-four large city universities in the United States. These schools, having an enrollment of nearly 160,000 students, have the worst of the depression still ahead, he said. A national tuition scholarship plan he regarded as of wide value in softening the struggle. "Such a plan would not only be a conservation of youth but would also be an indirect relief for teachers," he said.

Mexico Will Have Socialist Schools

QUERETARO, Mexico. — Socialist education for Mexico has been clamorously approved as one of the provisions of the Six-Year Plan of the National Revolutionary party, recently in session here. The Vera Cruz delegation proposed and the convention approved the following clause: "The National Revolutionary party pledges solemnly before the Mexican people to amend Article III of the Constitution through the party's parliamentary organs, instituting Socialist education as the basis for primary and higher education."

Police Chiefs Ask Aid for Needy Schools

LANSING, Mich.—Fearing the untimely closing of schools will result in a marked increase in juvenile crime and accidents, the Southeastern Michigan Chiefs of Police Association has sent a resolution to the State Legislature and the State Administrative Board, recommending financial aid for districts where schools are closed or in danger of being closed through lack of funds. The resolution stated in part: " . . . this association recommends . . . that, in view of the harmful effects the closing of schools would have on the morale of the children of the State of Michigan, funds be appropriated to those school districts where schools are now closed or will be closed through lack of funds. We have reason to believe that the expenditure of funds for this purpose at this time would save many thousands of dollars to the taxpayers of the State of Michigan in the future."

Colorado Town in Arms Over School Dances

LA JUNTA, Col. — Dancing threatens to disrupt this ordinarily calm community. Several weeks ago the Board of Education made no objection to a request for dancing in the high school. The matter had been an issue in the school election and the pro-dancing candidates were elected. The board drew up regulations for this extra-curricular activity, one of which required sponsorship for every dance.

But the anti-dance group refuses to accept defeat. The board received a protest against the use of school buildings for dances, and the antis say if the board does not act, the matter will be taken to court.

CCC CAMPS OFFER STUDIES TO WORKERS

WASHINGTON.—A chance for the 300,000 men employed by the Civilian Conservation Corps to work toward careers while at the camps was provided recently with the approval by President Roosevelt of a far-reaching educational program.

Robert Fechner, director of emergency conservation work, announced the plan, which calls for the appointment of 1,446 educational advisers for the emergency camps. At the same time, Mr. Fechner said, he had received a flood of letters and petitions that the conservation camps themselves be continued and that after discussing the matter with the President he was hopeful that the camps would become more or less permanent.

"It is the hope of the President," Director Fechner said, "that by teaching forestry, agriculture and like subjects we will assist the men in readjusting themselves to a new mode of living —to country instead of city life—and to assist them generally in improving themselves educationally and vocationally."

Forest Camp Plan For Pupils Urged

NEW YORK. — The value of the government reforestation camps as agencies for character building was emphasized recently by Dr. John L. Elliott, service leader of the New York Society for Ethical Culture. Citing reports from men attending the government camps and from welfare leaders who have studied conditions in them, Dr. Elliott said that "astonishing effects" had resulted from this withdrawal of young men from an environment where crime prevails to a place where character had been developed. Dr. Elliott urged that this work be extended to high school students during the vacation period. "The nation is building roads for trucks," he said. "It can well afford to build roads for boys and girls. If we don't rally to this opportunity it is the biggest loss we would have at this time."

Penn State Opens Centres To Help Needy Students

STATE COLLEGE, Pa. — In cooperation with the local authorities, centres have been established in four Pennsylvania cities by the extension department of the School of Education of the Pennsylvania State College where students may obtain a year of college grade work while living at home, Dean Will Grant Chambers announced recently. The centres have been organized in pairs at Towanda and Sayre and Bradford and Warren, with one staff of teachers handling each pair.

MATRIMONY COURSES LIKELY IN COLLEGES

MADISON, Wis. — Matrimony, before long, will be listed in curricula of American universities, two University of Wisconsin educators believe.

Such a course, they say, will include, for instance, the proper mental attitude to assume when the husband does not come home and the dinner grows cold.

Schools pioneering in giving such a course, the educators say, will pride themselves on the rarity of divorces among their alumni. They will count themselves successful in proportion to the number of silver and golden wedding anniversaries of graduates.

Professor Edward A. Ross and Assistant Professor Samuel Stouffer, of the university's sociology department, believe that hope for salvation of the American home as an institution lies in education.

Clean Bill for Sigma Delta Chi

SYRACUSE, N. Y. — An investigating committee has given Sigma Delta Chi, national professional journalistic fraternity, a clean bill in a report to the Syracuse University Men's Student Senate. The report said: "The committee is entirely satisfied with the integrity of the national organization, particularly in the matter of finance." The Student Senate some time ago created the committee to investigate all professional and honorary fraternities on the campus after charging the societies were "rackets" and that most of their finances went to national officers.

Predicts New Kind of School

DETROIT, Mich. — America must develop a new kind of school to meet the needs of a changing civilization, Dr. George F. Zook, Federal commissioner of education, told members of the American Vocational Association meeting in general session here. Out of the present turmoil, in Dr. Zook's view, will come an America in which increased leisure will be the common heritage. Meanwhile, he said, reconstruction in the schools must bring every classroom close to the realities of life. Schools of the future must be for adults as well as children, Dr. Zook believes, and in this connection he pointed to the program of adult education being financed by the Emergency Relief Administration.

School Gives No Homework

OAKLAND, Cal.—No homework is one of the outstanding policies of the Claremont Junior High School here. For about six years H. H. Massey, principal, has been openly opposing the idea of homework for children. Mr. Massey declares that homework belongs to the teaching systems of ten or twenty years ago. The system of homework is avoided by what is known as supervised study. In each academic subject one-half of each period is set aside for the pupil to study the lesson for the next day. The advantages of such study at school are obvious. The teacher is at hand, ready to answer any questions that might arise in the child's mind. Textbooks and reference books are available. The child has his own desk; the room is quiet; the atmosphere conducive to study. The teachers who have been trained and are being paid to teach are in this way actually doing the teaching.

School Ship Helps Idle German Seamen

BREMERHAVEN, Germany.—The North German Lloyd's cabin steamer Stuttgart, which had been laid up since October, has been converted by the company, in co-operation with the National Socialists, into a schoolship for the company's unemployed seamen. The passengers' saloons are used for giving instruction. The object is to improve the seamen's chances of employment by further training in their lines. Nine courses of instruction have been arranged, in which 330 seamen out of the company's total of 1,400 unemployed in Bremerhaven and Bremen participate. Political training also is given on National Socialist lines. The funds for instruction, textbooks, heat, light, and food are obtained by holding a one-dish meal each week in all the North German Lloyd's messes at sea and ashore, which brings in 7,000 marks ($2,643) a week.

Jessup Heads the Carnegie Foundation

NEW YORK. — Election of Dr. Walter A. Jessup, president of University of Iowa since 1916, to head the Carnegie Foundation for the Advancement of Teaching, has been announced by Dr. Henry S. Pritchett, president emeritus of the foundation. As president of the foundation, established in 1905, Dr. Jessup will supervise the handling of a teachers' annuity system and will direct studies of education problems of American and Canadian colleges and universities. He will succeed the late Dr. Henry Suzzallo. Since the latter's death in September, Dr. Pritchett has been acting president of the foundation. Dr. Jessup, who is fifty-six years old, is a native of Richmond, Indiana. He became dean of the school of education at Indiana University in 1911, and the next year went to University of Iowa in a similar capacity.

WHEN IN NEW YORK

Live Luxuriously for as Little as

$3 A DAY $17 A WEEK

ALL RATES INCLUDE CONTINENTAL BREAKFAST

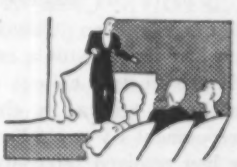
Served through special recess in your door. Kept hot in thermos jug. Ready for you when you're ready for it, without waiter to interrupt you or to tip.

A LIBRARY RICHLY STOCKED WITH VOLUMES OLD and NEW

Quiet, luxuriously appointed, the Barbizon-Plaza library is the ideal room for browsing or research.

REFRESHMENTS ARE SERVED AT MEZZANINE CONCERTS

Every evening our own String Quartet, with guest artists, plays on the mezzanine, while guests are served with refreshments, with the hotel's compliments.



TOPICAL TALKS BY EMINENT CONTEMPORARIES

Every Friday night there is a talk given by a famous lecturer, author or columnist on a subject that is sure to be of interest to our guests. Speakers this season include Lowell Thomas, Joseph C. Lincoln, Richard Halliburton, Frank H. Vizetelly.

RADIO IN EVERY ROOM
EVERY ROOM WITH BATH

Send for Booklet EP — or phone CIrcle 7-7000 for information.

"LIVE IN THE SOCIAL CENTRE"

BARBIZON·PLAZA

101 West 58th Street
Central Park South, N. Y.

Academy Prepares Students for Leisure

BROOKLYN, N. Y. — Adelphi Academy has taken recent counsels about preparing students for leisure by enlivening recess with dancing and contract bridge under faculty supervision and instruction. Wall charts showing the latest dance steps and the principles of contract bidding and play are used. Other games, ranging from ping-pong to chess, are available, and once a week special clubs meet to discuss with teachers new books and methods of reading newspapers. This program is developing not only interest in varied activities among the students but discrimination as well, according to William Slater, headmaster. He believes that they will not be lost or "bored into foolishness and uselessness in their future leisure hours."

College Takes Students Before High Graduation

NEW BRUNSWICK, N. J.—High school students of excellent standing will no longer be required to wait until after the completion of their high school course before receiving notice of acceptance of admission to New Jersey College for Women, it was announced recently by Professor Albert E. Meder, acting dean of the college. According to the new admission plan, high school students who have excellent records for their first three years will be accepted to the freshman class on certificate and without examination on the basis of three years' work, provided their senior year studies are satisfactorily completed. The plan becomes effective with the class of '38.

$200 Repays College For $50 Aid in 1898

MIDDLETOWN, Conn.—A woman graduate of Wesleyan University in the days when it was still a co-educational school surprised college authorities recently by sending a check for $200 in repayment of two $25 scholarships she had received thirty-five years ago. The additional $150 was to provide for the compound interest that would have accrued on the original awards. The woman, whose name was not made public, expressed her gratitude to the university in a letter accompanying the check. Dr. James L. McConaughy, president of Wesleyan, said it was one of the few times that a scholarship award ever had been repaid.

New Rules for Prussian Teachers

BERLIN. — Scholarship and scientific accomplishments will no longer be the decisive tests for appointments to the teaching bodies of the Prussian universities. Henceforth, in accordance with a decree by Bernhard Rust, Minister of Education, all applicants must have engaged for several months either in "Gelandesport," a euphemism for military field drill, or have served in a labor camp. Thus, it is declared, "he will have an opportunity in non-academic surroundings to demonstrate his character." This will be followed by a course in a special academy for university instructors, and after that will come a final examination in his academic field. This decree follows on the heels of the ruling reported some weeks ago requiring all university students in future to have served in one of the Nazi's uniformed organizations.

Chart of Social Trends Of 19th Century Planned

WHITE PLAINS, N. Y.—A group of parents and members of the staff of Windward School recently began work on a panoramic chart of the social trends of the nineteenth century in America. One section of this chart will list contemporary developments in other countries. Another section will be devoted to current situations which have a significant counterpart in the earlier period. The purpose of this chart is to make available for schools a comprehensive outline on which a group may trace the development of a specific trend in its relation to other movements. The chart, when completed, is designed to cover a large section of the hallway in the upper school.

Girls Outnumber Boys To Amazement of School

PARIS. — Some surprise has been aroused by the announcement that of twenty students admitted this year to the Ecole des Chartes, twelve are young women. Until comparatively recently, this famous French school, which gives training in everything relating to the handling of books and ancient manuscripts, was an exclusively masculine domain. The first woman was admitted in 1907, the second in 1917. In the last few years their average number has risen to ten. So far most of the women members of the school have taken advantage of their training to obtain positions as librarians, and few have ventured into the labyrinths of research work.

School Farmers Make Neat Profit

SACRAMENTO, Cal.—High school agriculture students of California made a total profit of $122,000 in future farmer agricultural projects during the fiscal year just closed, it is shown by figures in the annual report of Julian A. McPhee, chief of the state bureau of agricultural education. The 6,262 agriculture students owned and managed home enterprises in connection with their class work, enterprises valued at $500,000. These projects included hens, chickens and eggs, swine, and other dairy animals, beef cattle, orchards, sheep, field crops, hay and grain, vineyards, bees, alfalfa, berries, cotton, ducks, geese, turkeys, goats, nurseries, pigeons, rabbits and horses. Figures on costs revealed that the student projects returned almost as much in cash as the total federal and state cost of the agricultural instruction.

University Students Disturb Sofia Peace

SOFIA.—Trouble is afoot in Sofia University, where there are upward of 5,000 regular or attached students. A partial strike, threatening to assume serious proportions, recently broke out against increased fees, and relations between the Nationalist or Fascist elements and the Socialists or "popular" students showed signs of becoming daily more strained. Fights occur frequently and lectures are interrupted repeatedly by cries of "Down with the Reds," or from the other side, "Down with Fascism!" Meantime, Buff Shirts and Black Shirts parade the streets, while street corners are disfigured by swastika signs and Communist slogans chalked upon the walls.

EFFICIENCY and ECONOMY

for the teacher

THE BASIC FACTORS in good learning and good teaching are provided in Palmer Method handwriting textbooks and Palmer Method handwriting service. *Interest* for the pupil through proper motivation; *application* induced through a logical arrangement of work and simple instructions; *efficiency* for the teacher in the multitude of Palmer Method services and the completeness of Palmer Method teacher-helps; *economy* in the low price and sturdy construction of Palmer Method textbooks.

A separate book for every grade is available in the new Palmer Method eight-book series. Very low in cost, this series will make it possible for you to equip classes not now provided with a text at a very small outlay. Send to our nearest office for samples and full information; also for a copy of our complete fall price list.

The A. N. Palmer Company

55 Fifth Ave., New York
2128 Calumet Ave., Chicago
Palmer Bldg., Cedar Rapids, Ia.
Terminal Sales Bldg. Portland, Ore.

Established 1869

HOLDEN BOOK COVERS

Serve as a Protector Against Destruction of the Textbooks and Unclean Conditions affecting the Pupils

It's Money in the Taxpayers' pockets to use them

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **Springfield, Massachusetts**

Fifth Commandment Leads in Simmons Poll

BOSTON. — Simmons College here has a student body of more than a thousand, all women. Seven years ago the students took a poll in which they ranked the Ten Commandments according to their own ideas of relative importance. Recently they have completed another poll of the same sort. The results have been rather surprising. Both times the fifth commandment, Honor thy father and thy mother, led all the others.

Survey Shows 2,000,000 Pupils Going Untaught

LITTLE ROCK, Ark. — Approximately 2,000 schools recently echoing childish voices stand silent and disused in the South Central section of the United States. Thousands of children in Kansas, Arkansas and Louisiana have no choice whether to learn or play truant as schools have played truant first. A hundred thousand more children this year than last in the rural districts have been denied schooling of any kind. It is estimated that over 2,000,000 youngsters under fifteen years of age who ought to be in school are not, and that at least a million more have been put on "learning rations close to the level of mental starvation." In number of schoolhouses locked and barred, the South Central region is the worst sufferer.

1,000 Teachers Exiled From Germany

GENEVA.—According to the Institute of International Education, 1,000 persons have been dismissed, or are liable to be dismissed, from teaching positions in Germany. The majority of these exiles are from the faculties in the more modern and scientific subjects, the largest numbers being instructors in medicine, chemistry and economics. It has been noted that in recent weeks the university refugees have been predominantly non-Jewish. This the institute explains by the fact that Aryan assistants are now being ousted by newly appointed professors in departments previously directed by Jewish professors.

Wakefield Teachers "On Again—Off Again"

WAKEFIELD, Mass. — Thirteen teachers recently hired in Wakefield as assistants in the schools under the CWA were considerably bewildered over proceedings affecting them. The teachers when originally hired worked a week, were ordered suspended, were ordered reinstated under a new classification, and after working three more days were again discharged and the last time it was understood to be permanent.

Oxonian Finds Slang "Impudently Near Truth"

LONDON.—New words and phrases lately added to the King's English—like "ga-ga," "bubbly" and "step on the gas,"—are, to the president of Magdalen College, an indication of a talented, highly strung generation, "equally harassed by its pleasures as by its pains." "If I find too large a vocabulary — for a virile nation — devoted to distinguishing every possible kind of comfort at every hour of the day and night," said the president, George Gordon, "it gives the impression of a very nervous generation, eager to pass from one sensation to another." He added that, however rude or crude were American terms, "they are so impudently near the truth," it is hard to resist giving them a place in "any honest lexicon." Such terms he listed as "graft," "onceover," "dope." "foolproof," and "pussyfoot." "Honest contributions" from Australia, he said, included "no flies on me." He spoke at a luncheon celebrating the completion of a supplement to the Oxford English dictionary.

German Professors Find New Berths in Turkey

ISTAMBUL. — With ninety-six old Turkish professors thrown out, and thirty-six professors, mostly non-Aryans, late of Germany, installed, a reformed Turkish University has opened in Istambul. In spite of a $75,000 budget, the university found the cost of reformation so great that it borrowed $1,000,000 with which to carry on its new laboratories and new medical school. Turkish banks floated the loan, which is guaranteed by the Turkish Ministry of Finance.

Teachers, We Place You. Write For Information.

ROCKY MOUNTAIN TEACHERS' AGENCY

410 U. S. NATL. BANK BLDG. WILLIAM RUFFER, Ph. D., Mgr.
DENVER, COLO.

Largest Teachers' Agency in the West. Our Field—Entire U. S.

Photo copies made from original, 25 for $1.50. Copyrighted booklet, "How to Apply and Secure Promotion, with Laws of Certification of Western States, etc., etc." free to members, 50c to non-members. Every teacher needs it. Write today for enrollment card and information.

Established 1906

BOOK TABLE

The Art of Teaching

THE TECHNIQUE AND ADMINISTRATION OF TEACHING, by Dr. Noble Lee Garrison, Director of Elementary Education, Michigan State Normal College, Ypsilanti, Michigan. Cloth, 593 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Any handbook which is to be a reliable guide to effective teaching must be clear in its conception of the purpose as well as the manner of instruction. Dr. Garrison's book leaves no doubt of the why or the how—save as the how is always subject to puzzling turns caused by the perpetual kaleidoscope of classroom situations and pupil reactions.

Development of the pupil in power and initiative and in social attitudes constitutes a worthwhile goal, surely. And in the approach to this goal, the learner cannot be left to his own impulses for steering. Yet, unless there is insight into the learner's mental processes, teaching is of little avail. Hence the need of knowing how to motivate learning.

Sound principles and a multitude of suggestions are here offered to the beginner and to the experienced teacher. Modern procedures are combined with the best of what has been established through agelong practices of successful teachers. Individualized instruction and the inculcation of good study habits are given specially thoughtful treatment.

Dr. Garrison has made a valuable addition to the art of teaching.

A Treasure Hunt

MOUNTAIN GATEWAYS. Seventh Reader, by Wilhelmina Harper, with collaboration of Hollis P. Allen, illustrated by Kate Seredy. Cloth, 477 pages. New York: The Macmillan Company.

This Seventh Reader comes in response to the belief, now widely held, that the best way to learn to read is to read much. Schools are moving away from the one-book-to-a-subject idea and are introducing the pupil to more and more material.

The contents of this fascinating book are judiciously chosen from a wide variety of authors and literary types. But the selections are mainly from the writings of modern Americans upon lively subjects.

The compilers have realized that the only way to induce a young person to read extensively is to supply him with matter which enlists his interest. Another principle of choice has been the requirement that the selections for this reader shall not have been included in previously published readers. The result is a volume of unusual freshness, which should add to the learner's pleasure, his word-power, his literary appreciation and his store of gems from recent writings.

After each of the prose selections there is a test for determining the pupil's comprehension of what he has read. These tests are diversified in form and should be helpful to both teacher and pupil.

In Dixie's Land

THEN AND NOW IN DIXIE. By Rose Mortemer Ellzey MacDonald, Supervisor of Rural Schools, Clark County, Virginia. Cloth, 293 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The magic carpet of story telling still holds the record for transportation of the human mind. On such a vehicle Miss MacDonald takes other girls and boys along with Betty and Dick for a visit to various regions of the Southland. They hear of pioneers, historic shrines, and modern agricultural projects. For the book is designed especially for children in the rural schools. Who would not like to inspect a tobacco plantation, an oyster bed, a peanut district, fields of sugar cane, or the land of cotton? The culture of rice, apples and corn, as well as truck farming, are vividly depicted. Conditions of soil and climate and nearness to water are shown to have an important effect in determining history of any given region.

The magic carpet is not so overloaded with information that it will not fly. Yet the book is decidedly informative and helpful to the understanding of both past and present in a portion of our nation rich in tradition and generous in its contribution to the feeding and the clothing of mankind everywhere.

Excellent thought-questions are appended to each chapter, and the volume is complete with bibliography and index.

Airplanes and Oxcarts

TRAVEL, by Air, Land and Sea, A Reader for Elementary Grades, by Hanson Hart Webster. Cloth, 432 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Newest addition to the deservedly popular Social Studies Series is this attractive number entitled "Travel by Air, Land and Sea." That its author had a hand in launching "The Ship Book" raises hopes which are not disappointed in the present volume, "Travel."

So much of what we arbitrarily divide into history and geography is wrapped up in the growth of facilities for transportation, that this subject makes a capital medium for introducing much pertinent information and many dramatic episodes which serve to awaken wholesome interests and to stimulate thinking.

Transportation may not have changed human nature very greatly, but it has profoundly influenced social and economic conditions; modes of living and working. Just as travel has broadened our horizons, so this up-to-date reader gives the child a broader vision of the world of our day and how it came to be what it is.

A hint of the author's skill in getting his story across is the fact that he begins the book, not with oxcarts but with airplanes. Modern as aviation itself, is this technique of starting with the familiar thing rather than the unfamiliar.

Building Skyward

SKYSCRAPER, by Elsa H. Naumburg, Clara Lambert and Lucy Sprague Mitchell. Cloth, 80 pages. New York: The John Day Company.

What man's son of us, when passing through the streets of a big city, has not halted in front of a steel framework of some tall building under construction. We nearly break our necks to see what is going on inside this skeleton. The circus itself has no thrills to equal those of watching workmen up there under the clouds threading their way along the beams or reaching out to bring loose ends together.

Now somebody has had the sense to put the skyscraper into a book. The "somebody" happens to be three somebodies. Strangely enough, they are women. Those three women authors of the book, "Skyscrapers," must have done a lot of lingering and looking.

They caught not only the facts and the pictures, but the spirit of the thing; this enterprise of hanging walls upon a metal framework; building acres of floorspace on square feet of groundspace.

No wonder the publishers warn the prospective recipient of the book to guard it carefully lest it be stolen from him while he sleeps. It is one of those books that won't stay put unless it is under a mattress.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York. Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers. Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.
Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Problem Box

(Continued from Page 41)

our own experiences, thinking they are to live in the same kind of a world as we have been living in. We have a tendency to educate the young to live in the yesterdays instead of the tomorrows. We fail to anticipate the kind of experiences they are to have. No one knows the future, but it is reasonable to anticipate these youngsters we are training for life's experiences are going to find a new type of existence. Call it The New Deal if you like, but it is sure to be different. Working hours are to be less, leisure hours are to be more, it is important that we prepare our product for the many hours in which men and women will have to be able to interest themselves. They must have the means of doing just this, and we must prepare them for it.

It used to be that the devil had a mortgage on cards, but today cards are no more a gambler's game than football, baseball, tennis or even our popular elections. The high school should arrange social functions for the students with great care; they should have teas, receptions, parties, dances in the school lounge, properly managed and supervised. During these functions they should teach the proper relationships of boys and girls (young men and young women, if you please), how to appear at ease in public, how to give and receive formal introductions, they should be instructed in the fine art of conversation. Yes, show the young folks how to conduct the right kind of a card party. The card party, the social dance, the opera, the theatre, popular athletics, lectures, art galleries must all play a part in the life of the future to a greater extent than ever.